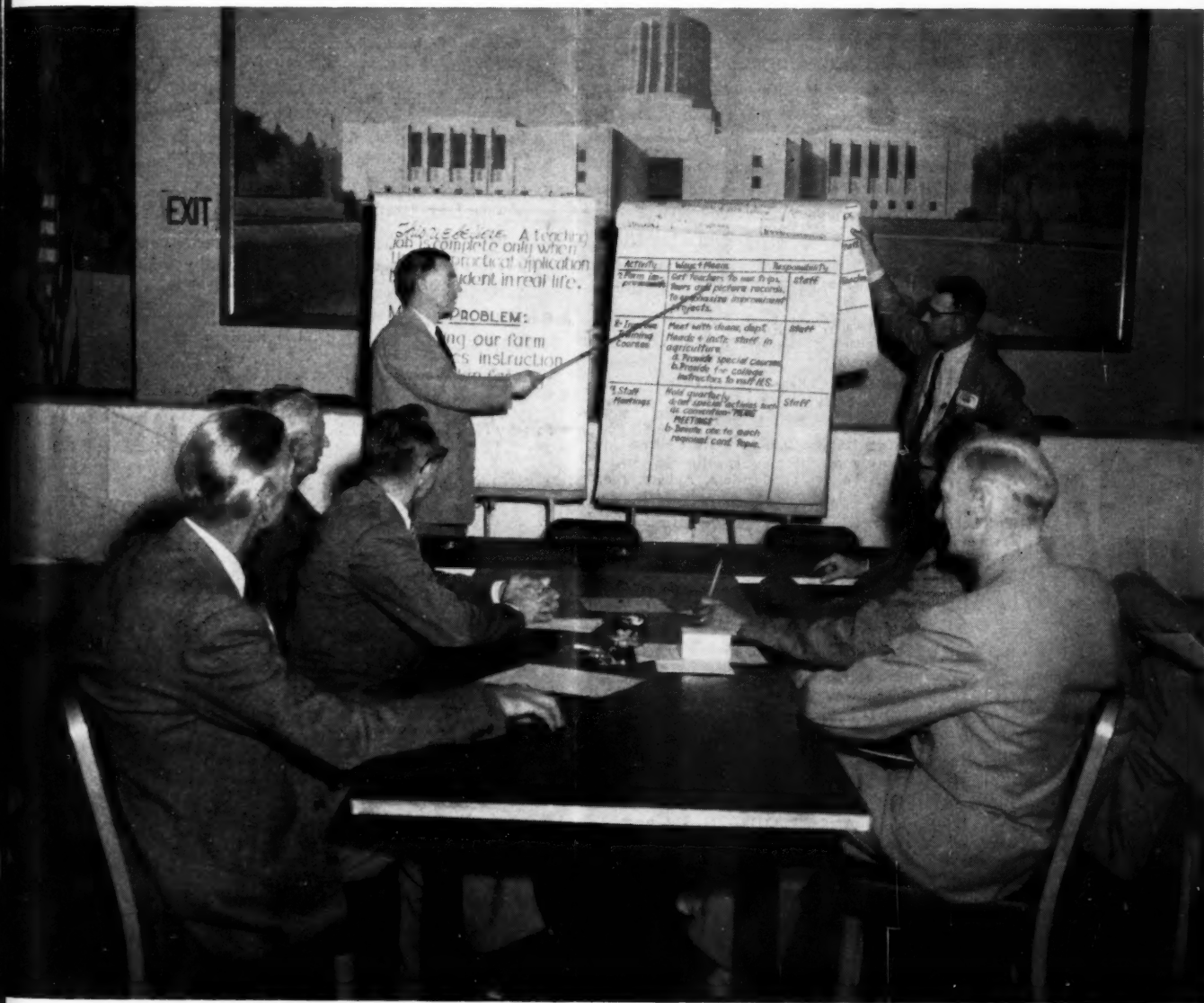


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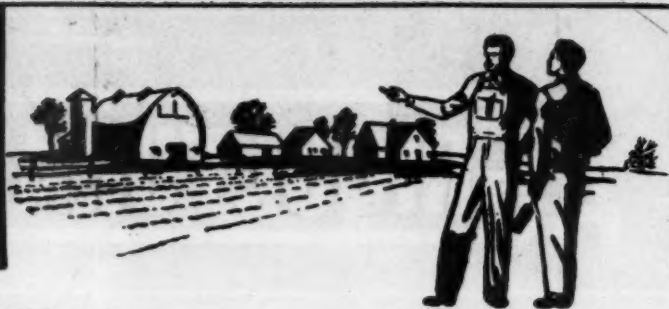
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Editorials

Growing Professionally

JESSE A. TAFT, Supervisor, Massachusetts

Teaching personnel almost always includes a number of teachers who do not see that they need professional improvement of any kind. It very often happens that such teachers are the very people who do need such improvement and perhaps need it to a greater degree than do others. On the other hand, there seems to exist a certain group who tend to "go wild" in taking advantage of educational opportunities such as courses, clinics and workshops.

To assure professional growth of teachers of vocational agriculture, the plan used by Massachusetts for forty years merits consideration. In the Bay State each vocational teacher (regardless of field work) is approved annually subject to the requirement that the instructor shall propose, carry out and report a program of professional improvement. It is significant to note that the teacher develops his own program for the year with the advice and approval of his Director and acceptance of the Supervisor of Teacher Training. This requirement is considered a guaranteed privilege rather than a burdensome requirement. Under this plan every teacher must either grow in service or fail.

Each year the improvement program of a teacher is devoted to one or two fields in which his needs (or those of the service) are greatest. Such fields classify roughly as follows:

Fields of Improvement

1. Farm experience needed in the community in which the individual teacher lacks recent practice. New practices are constantly developing.
2. Courses of agriculture, clinics and short-intensive workshops—especially those never adequately covered or which the teacher took so long ago that he is not up to date.
3. Study or training in some phase of principles of education or special methods of teaching agriculture.
4. General education in which a man's deficiency handicaps his teaching ability or in which improvement values are expected. (Example: public speaking)
5. Such types of research or community service as will react favorably on his department, provided the type of work is new. No teacher should seek credit for work which is a logical part of his regular service unless its newness presents problems worthy of the title, from which he expects to acquire a new capacity.

(Continued on page 189)

From the Editor's Desk . . . Pioneering Spirit Needed!

It is not sufficient, if indeed it ever has been, for those in the agricultural education profession to limit their professional improvement activities to keeping up-to-date in technical agriculture and in teaching methods. There is also a need for developing in all members of the profession a renewed faith in the future of agricultural education. There is a need for a renewal of the pioneering spirit which sustained early leaders in the field as they worked for the establishment of the vocational agriculture program. The many problems which face the agricultural education profession today are as complex as any problems faced by the first leaders in the field. It will take the combined efforts of a great many agricultural educators, fortified with an abiding faith in their work and a bottomless well of enthusiasm, to guide policy makers to wise decisions regarding these difficult problems.

These are difficult times for agricultural education. It is not only education in the broad sense that is under attack, but vocational education as well. However, there is some truth to the feeling that part of the vitality of the vocational programs stems directly from the necessity for being always ready to withstand attack. The greatest threat to vocational education is not from outside the profession, but from within. When we begin to weaken and yield to emotion rather than holding firm to reasoning based on facts; when we begin to feel that our futures in agricultural education are definitely limited; when we begin to lose the feeling of pride in being members of our profession; when we become so concerned about the attacks on our profession that we can no longer recognize our friends; then our cause is indeed in danger. It is at this point that we begin to lose sight of our true goals and become satisfied with weak programs. Even our facilities reflect the disordered state of our thoughts.

Without the desire and willingness to give a part of ourselves to our work, we cannot grow—and to cease growing is to move backwards. We need to search within ourselves and find once more the spirit which makes us willing to measure our efforts in terms of the help we give our students rather than in the number of hours we work.

The frontiers in agricultural education have not been conquered; they have only been pushed farther ahead. There is a great need for new pioneers with an enthusiasm and spirit stemming from a firm belief in themselves and their profession to guide agricultural education into the future. □

Concepts of - - -

Pre-Service Teacher Education In Farm Mechanics

PAUL N. STEVENSON, Teacher Education, Kansas State College



Paul N. Stevenson

TEACHING offers the opportunity to serve mankind in the very important matter of training young people to find a place in and make contributions to society. Few, if any, positions are more important to the welfare of agriculture and/or the nation. The effect of this responsibility on the teacher is to produce a day-to-day stimulation which contributes to a satisfaction and happiness in his work that cannot be realized if money is the only driving force. The great educator Henry Adams said, "A teacher affects eternity; he can never tell where his influence stops." The sad thing about this truism is that it is not only true for good teachers, but it is true for poor teachers as well.

It is very difficult to put your finger on just what makes a good teacher. Shakespeare said, "Who is it that can tell me who I am?" Among the "famous wrong guesses" that have been made was Horace Greeley's father, who saw Horace trying to yoke the "off" oxen on the "near" side and said, "That boy will never know enough to get on in the world. He'll never know more than enough to come in when it rains."

Another example of a wrong guess was when a six-year-old lad came home one day with a note from his teacher in which it was suggested that he be taken out of school as he was "too stupid to learn." This boy's name was Thomas A. Edison.

Teachers Must Be Competent

Let us develop competence in our prospective farm mechanics teachers. We cannot deny the fact that need for manipulative and managerial skills is increasing in direct proportion to the increase in mechanized farming. During the first semester of a student teacher's training he should make a thorough inventory of the farm mechanics skills which he possesses and

make definite plans to make up these deficiencies through credit courses or non-credit activities. Many deficiencies, if recognized, can be made up during summer farm experiences.

Care must be taken not to expand our farm mechanics program to training farm shop "tinkerers" who would rather spend their time in the shop making, say for example, a dollar an hour. It might be more profitable for them to be developing and using "managerial skills" such as determining whether it would pay to buy a new or used machine or custom-hire the work done.

Today farming is big business in capital outlay as well as operating costs. In many states farm machinery, equipment, and buildings represent over one-half of the total farm investment. Today, many farmers are not receiving the maximum rewards from such mechanization because they do not know how to use and maintain this equipment properly.

Over 90% of the farms today have electrical service, but in too many cases this service is not extended beyond home lighting and maybe a few home conveniences. More instruction needs to be given prospective farm mechanics teachers in this field. Rapid and definite changes are taking place as a result of research on new materials and methods. Teachers must be trained to take advantage of applicable research findings.

The student teacher needs to know that there is more than one way to do a certain job. However, he also needs to be informed which is the easiest, best, and most efficient way for him to start. This gives the beginner something concrete to work with and does not leave him to grope around wondering where and how to start. After a year or so of teaching, the teacher may then want to revise his procedures in light of his experiences.

We all realize that it is practically impossible to provide pre-service instructional experiences in all of the farm mechanics jobs and skills. Therefore, many skills will need to be

learned on the job or in workshops.

It is important that each teacher-trainer take an active part in providing in-service teacher training so that he will be more up-to-date for pre-service teacher training.

Learn by Doing

We are already aware of the fact that we learn best by doing. Let's approximate more actual experiences for the student teacher and try *problem-solving approaches*, such as "role playing." Let the individuals show how they would handle the particular situation. This works very well for shop discipline problems. The ways in which the individuals handled the situation would be discussed and the same situation may be replayed by allowing the role-players to reverse their roles in order for them to see the relationship of others to themselves.

There are many other methods that will add to the beginning teacher's confidence, such as an intimate knowledge of the use of advisory councils in planning the *areas of instruction* in farm mechanics, not only in the all day classes but also in adult and young farmer classes. Many leaders in agricultural education believe that the needs of young farmers are more important than the needs of high school boys and that the ability of the young farmers to profit from instruction is greater. Let's familiarize the prospective teachers with the possibilities of teaching farm mechanics to adult and young farmers in their community.

It is important to integrate farm mechanics with all phases of vocational agriculture. It is just as important that all teacher trainers cooperate with state supervisors and follow only one integrated program of instruction. This can only be accomplished by a close working relationship between the teachers' organization, teacher training staff, and supervisory staff toward a common goal: to have competent teachers who are confident that they have what it takes to be successful vocational agriculture instructors.

Creativeness Is Important

We as teacher trainers have a major role to play in the expansion of research and the development of a research attitude. It is within our power to create an interest in research and to develop an attitude which

(Continued on page 175)

Factors Related to the Amount of Manipulative Responsibility Assumed by Vocational Agriculture Students

PAUL E. HEMP, Teacher Education, University of Illinois



Paul E. Hemp

THERE is a wide range in the amounts and kinds of responsibilities high school students assume in conjunction with their farming programs. Some students have production projects for which they have assumed little or no responsibility. Others have gone a long way towards handling all the major jobs involved in the selection, production, and marketing of their projects. In an attempt to study some of the factors associated with the amount and kind of responsibility assumed by students with their projects, the writer recently conducted a research with 164 students in 14 schools in Indiana.¹ In carrying out the study the writer assumed that practice is an essential element in the learning process in vocational agriculture and that supervised farming programs are devices designed to provide students with practice opportunities. The central problem involved in the first phase of the study was, "What are the factors associated with varying degrees of on-farm, manipulative responsibility assumed by students with their swine projects?" Using a farm job experience scale,² the writer scored the manipulative responsibility assumed by students with their swine projects in the following nine areas:

1. Feeding and watering
2. Castration
3. Building housing and equipment
4. Ringing
5. Worming
6. Ear-marking
7. Treating for mange or lice
8. Keeping feed and labor records
9. Caring for sow and litter during farrowing

Each student was given a responsibility score ranging from 0-27, depending upon the extent to which he had assumed responsibility with his

swine project in the nine areas enumerated. Other data collected from the students and teachers enabled the writer to test the relationship between the students' responsibility scores and the following selected factors:

1. Age of student
2. Grade level of student
3. Years of vocational agriculture completed
4. Years of swine project work completed
5. Number of older brothers at home
6. Vocational goal of student
7. Father living
8. Father's age
9. Degree of farm ownership
10. Occupational status of father
11. Size of farm
12. Number of swine on farm
13. Type of swine production carried out by student
14. Number of animals in swine project
15. Degree of ownership student has in his swine project
16. Parental attitude
17. Number of visits teacher made to student's farm
18. Student's participation in swine study experience
19. Opportunity provided in the instructional exercise for student practice
20. Place where instruction was given
21. Degree to which teacher used eight selected teaching practices

Sixteen of the 21 factors were descriptive of students, their swine projects, or their home-farm situations and were studied in relationship to responsibility scores. The other five factors pertained to teaching practice and were considered in terms of their relationship to the completion of individual manipulative jobs.

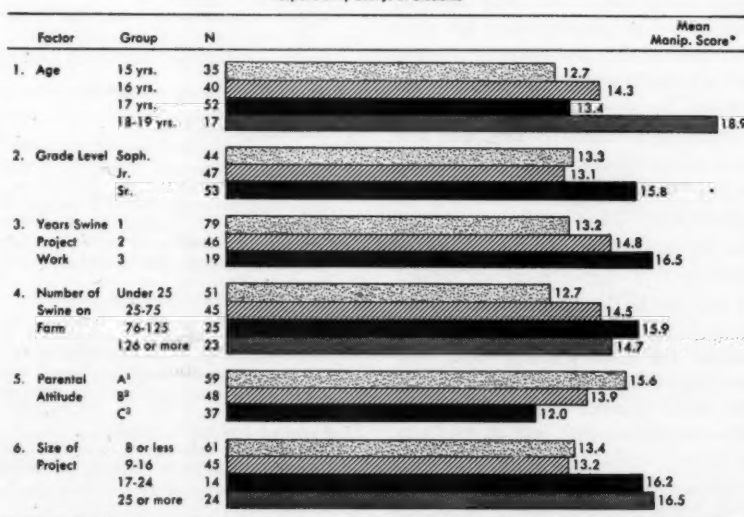
Student, Project, and Home-Farm Factors

Of the sixteen factors having to do with students, their projects, or their home farms, six were found to be significantly related to the amount of on-farm manipulative responsibility assumed by students with their swine projects. These six factors together with the mean manipulative responsibility scores of students are presented in Figure I.

As shown in Figure I the factors of age, grade level, years of swine project work, number of swine on farm, parent's attitude, and size of the project were related to the amount of on-farm manipulative responsibility students had assumed with their swine projects. The data in Figure I may be summarized as follows:

(Continued on page 188)

Figure 1. Relationship of Six Factors to the Mean Manipulative Responsibility Scores of Students



* Students could score from 0-27 according to the amount of manipulative responsibility assumed with their swine projects.

A¹ Parents usually encourage boy to take on new responsibilities with his swine project. They spend time in assisting and encouraging him to assume full control (managerial and operative) of his swine project.

B² Parents do not prevent boy from assuming new responsibilities; neither do they encourage him to any great extent.

C³ Parents usually make the managerial decisions and allow the boy to do only manipulative jobs for the most part.

¹Of the 164 cases studied, 144 were used in the statistical analysis.

²The scale used was adapted from a farm job experience scale developed by E. E. Clanin of Purdue University as a part of his doctoral dissertation in Agricultural Education in 1950.

Why Teachers of Vocational Agriculture Leave the Profession

EDWIN E. LAMBERTH, Vo-Ag Instructor, Spring Hill, Tennessee



Edwin E. Lamberth

WHY do vocational agriculture teachers quit the profession? Is it money alone? Apparently not. Money does lead the list, but to what extent do other reasons influence their leaving?

A study completed recently by the writer in the Department of Agricultural Education at the University of Tennessee showed that salary is the main factor influencing teachers to leave the profession.¹ But salary is not the only reason. Several other reasons figured in significantly in their decisions to quit teaching.

The survey asked former teachers to indicate reasons that influenced their leaving and to indicate whether each was a major or minor reason.² These reasons and the number of teachers checking each are shown in Table I. Eighty-nine percent of the former teachers indicated that salary levels influenced their decision to quit teaching vocational agriculture. Most of the respondents indicated the salary was "too low compared with other occupations." This was followed closely by "salary increases too slow and too small," and next by "salary too low compared to number of hours worked."

Ranking second to salary, and first among the items listed, was "limited chance for promotion in vocational agriculture." The writer interpreted this to mean lack of opportunity to advance to a higher position. Almost 75 percent of the former teachers indicated that this was one of the reasons for their leaving; 46.5 percent said that it was a major reason and 28.2 percent reported that it was a minor reason.

The next most important factor was the school administration. Some of the most frequent reasons given under this area were:

"School administrators showed lit-

tle or no interest in vocational agriculture."

"School administrators gave little or no aid in securing needed supplies and equipment."

"Lack of cooperation and understanding from school administrators."

"School administrators would not arrange a suitable schedule for vocational agriculture."

(Continued on page 177)

Table 1. Reasons Given for Leaving the Teaching Profession by 131 Former Tennessee Teachers of Vocational Agriculture

Reasons by Areas	Percent of teachers listing		
	Total	Major Reason	Minor Reason
A. Salary			
Salary too low compared with other occupations . . .	68.7	38.9	29.8
Salary increases too slow and too small	62.6	34.4	28.2
Salary too low compared to number of hours worked . .	58.8	32.8	26.0
B. Advancement and Security			
Limited chance for promotion in vocational agriculture	74.7	46.5	28.2
Uncertainty of employment from year to year	37.4	6.1	31.3
No future in profession because fewer people are entering farming	37.3	4.5	32.8
C. Family Situation			
Desired better economic and social conditions	54.1	30.5	23.6
Could not meet expenses on salary	41.2	19.8	21.4
Desired to work fewer hours and spend more time with family	39.7	14.5	25.2
Wife desired change of occupation	19.8	4.5	15.3
Wife desired faster occupational advancement	18.3	2.3	16.0
D. Political			
Teaching job depended on politics	37.4	16.8	20.6
Required to take a stand on political matters	26.7	6.1	20.6
E. Administration and Supervision			
Assigned too many non-vocational teaching duties . .	49.1	25.5	23.6
School administrators gave little or no aid in securing needed supplies and equipment	46.8	27.8	19.0
Lack of cooperation and understanding from school administrators	42.8	17.6	25.2
Required to participate in too many extra-curricular activities	41.2	23.7	17.5
School administrators showed little or no interest in vocational agriculture	38.9	15.3	23.6
School administrators would not arrange a suitable schedule for vocational agriculture	39.7	11.5	28.2
Received inadequate supervision from district supervisor	20.6	3.8	16.8
Received inadequate supervision from state supervisor	20.6	3.1	17.5
F. Community Situation			
Community showed lack of appreciation, cooperation and interest	29.7	7.6	22.1
Community demanded too much from teacher	25.9	5.3	20.6
Social customs conflicted with those of teacher	22.8	3.8	19.0
Teacher not welcomed at community activities	20.6	2.3	18.3
Community intolerant of teacher's religious views . .	19.7	0.7	19.0
Excessive demands by teacher's church	18.2	0.7	17.5
G. Teaching Situation			
Inadequate equipment and supplies	53.4	25.2	28.2
Lack of student interest	38.1	16.0	22.1
Too many disciplinary problems	32.0	9.9	22.1
FFA contests required too much time	30.6	8.5	22.1
Too many students enrolled in vocational agriculture .	24.4	6.9	17.5
Inservic training requirements required too much time	26.7	6.1	20.6
Required too much travel	24.4	3.8	20.6
Did not gain satisfaction from teaching	22.2	6.9	15.3
Received inadequate training in college to teach vocational agriculture	17.5	1.5	16.0
H. Miscellaneous			
Too much red tape—rules, regulations, and reports—connected with federal and state aid to vocational agriculture	43.5	13.7	29.8
Desired more personal freedom	29.7	13.7	16.0
Desired to own my business	29.8	15.3	14.5
Was not interested in teaching when entered the profession	16.1	3.1	13.0

¹Edwin E. Lamberth, "Why Former Tennessee Vocational Agriculture Teachers Left the Profession," M.S. Thesis, Department of Agricultural Education, University of Tennessee, March 1958.

²The study included all teachers who quit teaching vocational agriculture in Tennessee between July 1, 1946, and June 30, 1956. There were 239 persons in this category. Those who had died and those who had retired were not included in the survey. The group was surveyed by mail and 131 usable replies were received.

Pre-Service - - -

(Continued from page 172)

enables teachers to base their action on "factual" evidence. However, we must preserve a balance between experimentation, factual evidence, dependence upon authority, and *Creative Thinking*.

We spend fabulous sums on school buildings, equipment and teaching devices, and sums almost as fabulous (but still not adequate) on salaries for vocational agriculture instructors. This is all for the best, but a serious question that should be of vital concern to us is this: are we placing too much emphasis on conformity—so much that we are stifling "creativity," that ability to think for ourselves which is so essential to a free society? (We can hardly say that there was a free society during Napoleon's time, but even he believed in the importance of "creative thinking." He said, "Imagination rules the world.") This was never more true during any time in our history than it is today.

Not only does good farm mechanics work help increase the efficiency of farming, but it also permits the person to attain a self-satisfied feeling of accomplishment when a project is finished. In farm mechanics, people with practical ideas will find an outlet for their energies in "creative" form. To many, this type of work is so interesting that it serves as recreation. There is probably no better means of stimulating farm and home interests and appreciation in farm boys than by a strong instructional and creative program of farm mechanics in vocational agriculture. I believe that such personal interests, appreciations, and satisfactions are as important factors to an educational program as the value of the finished products that the student may make or repair in the farm mechanics shop.

To solve problems based on methods covered in a text is one thing, but to apply the methods learned from several sources to new outside problems, either of the student's own choosing or those presented to him, is an entirely different situation.

"Creative thinking" is a means of generating ideas. As a person grows older and has more experiences in life and business, he is apt to develop a *critical* attitude at the expense of a *creative* attitude. Creative potential then would be stifled—yet it is one of man's most precious talents.

"Creative thinking" is concerned with the development of the ability to visualize, force, and produce ideas.

Through proper instruction, individuals can be taught to build up their ability to think up ideas. Briefly, here is the procedure I use with students to develop this ability:

1. Pick a problem and isolate it—state it in its simplest terms.
2. Get rid of any critical or emotional blocks.
3. Try everything—the more ideas the better—quantity breeds quality.
4. Try to produce an association of ideas.

Here are some suggestions that will help an individual student build up his ability to think up ideas:

1. Take notes and use check lists.
2. Carry a pad and pencil wherever he goes.
3. Set a deadline and quiz himself for useful ideas.

If at all possible, "creative thinking" should be done in groups rather than by individuals. It has been scientifically proven that ideas come quicker and better when "creative thinking" is done by a group.

"Creative thinking" is an additional teaching tool. Its importance lies in the fact that it provides an opportunity for people to make use of one of the most precious talents—the ability to produce ideas. They will be better prepared to cope with the problems of their personal lives and their profession.

"Creative thinking" has great application for education, as it can make good teachers better. This fact is not new. One of the greatest thinkers we have known, Albert Einstein, made the statement: "It is the supreme art of the teacher to awaken joy in *creative expression and knowledge*."

New Kind of Teacher Needed

Are the present programs for the preparation of teachers adequate for the teacher of tomorrow? Even now the teacher is not as professionally competent as those of many other chosen professions. For example, psychiatrists study for fourteen years and doctors of medicine for at least eight years. According to an article in *Harper's Magazine*, October, 1957, it costs well over \$25,000 to train a medical doctor. Maybe it is time for some *new developments in training farm mechanics teachers*.

Today we are preparing teachers who will staff our schools for the next forty years. Tomorrow calls for a teacher, therefore, whose training differs from that of today's teacher in a greater degree than the training of today's teacher differs from that of the teacher of 1900.

A new kind of teacher can only be developed in a new kind of program. Today's program is already out of date for today, let alone tomorrow's world. Tomorrow we should be able to look back upon today's four-year program of teacher preparation and compare it to the simple teacher training class of the two-year normal school of fifty years ago. It would seem, then, that tomorrow's teachers should have at least three years of additional professional education, or a total of seven years.

It may seem, at first glance, that three years is a long period of study to prepare for the teaching field; but compared to many of the other professions, it is not too much, even for today. After all, what is more important than the education of our children? Every day there is new proof that we have not kept up with other countries.

Our weaknesses in the production of scientists are substantial, it is true, as we need thousands more than we are getting. But we would build a badly warped society if we suddenly began to focus on training in science at the expense of more general education. Excess emphases very often produce their own antidote. This seems to be happening now over our nation's educational deficiencies.

Our deepest concern as teacher trainers of future vocational agriculture teachers in farm mechanics should be to provide a broad foundation of knowledge and skills in farm mechanics and to train these prospective teachers in the "Discipline of Thinking" so they will know how to use the knowledge they acquire in and out of school.

We as educators are being accused over and over that we are not making our American youth work hard enough in school so that they master the business of thinking. If students learn how to think, they will manage many of the other "how to's" on their own. This seems to be the main difference between our educational system and the European setup. There the work is really piled on. Students learn at least two or three languages, hit math-

(Continued on page 187)

A look into the future?

General Agriculture in the Public Schools

LEO KESKINEN, Vo-Ag and General-Ag Instructor, Duluth Public Schools, Minn.



Leo Keskinen

SECONDARY schools in many metropolitan areas are not in a position to offer courses in vocational agriculture because of the minority of students actually residing on farms.

It seems appropriate, therefore, to suggest that many urban and suburban students can benefit from a non-vocational course in agriculture designed, not to replace vocational agriculture, but to acquaint students with some of the basic elements involved in agricultural production. An orientation program of this nature can help the student in many ways: as a future consumer of agricultural products; as a gardener; or maybe as an agricultural worker or a producer of agricultural commodities. A course in general agriculture can also make a worthwhile contribution toward a better understanding of the place of agriculture in the present day economy.

H. M. Hamlin, Head Teacher Trainer at the University of Illinois, said, "It may be quite as important to the nation and to farmers to have non-farmers sympathetic and intelligent about agriculture as to have an adequate body of farmers well educated in agriculture." It does appear that for living together in the future, it will be necessary for the farmer to know more about business and industry, and in the same manner, business and industry are going to find it necessary to establish a more favorable relationship with the farm group.

Need Defined

The recent trend in suburban living is accentuating the need for more general information related to agriculture. The average urbanite is often confused when faced with the daily task of dealing with the out-of-door problems not common to life in town. More and more non-farm people every year are using their leisure time in

horticultural and agricultural activities. Courses in general agriculture prepare students for these activities that they are to face in later life.

Recent years have also seen a great increase in families classed as rural, non-farm. Improvements in transportation make it possible for people working in metropolitan areas to establish their residence on the farm, even though not actually engaged in full-time agricultural production. With improved modern conveniences in the rural home, the farm area is becoming more and more attractive to the city worker. In addition, there is also a tendency in many areas to have industry locate nearer the fringe farm areas, again adding to the popularity of the rural area as a potential home.

This increase in suburban and rural non-farm living means that many people are starting to participate in various horticultural and agricultural activities previously reserved for only the farm class. Numerous problems are faced by the inexperienced when confronted with gardening, raising fruits, or raising poultry or other livestock, even if on a limited basis. Students from this type of a situation can benefit greatly by a course of general agriculture.

Town students, as well as the rural students, can receive material benefits from a program of non-vocational agriculture by learning how to produce agricultural products, possibly for their own use; by learning where to find agricultural information; by developing an understanding of public policies affecting agriculture; and in general, by learning to understand the problems in agriculture as an aid in improving town and country relationships.

Duluth Program

Two years ago the Duluth Public Schools initiated a program of general agriculture on a part-time basis. During this period, a one year, one credit course has been offered at both the junior high school and senior high school level. As this program is non-vocational, reimbursement is not made from state or federal

funds for the time spent on instruction.

Seventy-two students have been enrolled during the two-year period. It has been gratifying to note that 38 of these have lived in rural and suburban areas. Seventeen have come from homes with some form of livestock, mostly on a limited basis.

The number actually involved in a significant full-time farming operation is small, with only three students coming from farms showing a substantial portion of their income from agricultural production. It must be noted that in this area, part-time farmers make up the majority of those earning income from the farm. To date, the general agriculture program has been offered at Washington Junior High School and Denfeld High School. Washington has been a "natural" for a ninth grade program of this nature as non-urban students from adjoining districts are transported there by bus for their junior high work. In the future, the program will in all probability rotate between several high schools in alternate years with a class continuing at Washington for ninth graders every year. The course offered at the high school level has been developed on a more detailed basis than the course offered for ninth graders. Students do not repeat the course for credit in high school if they have already received junior high school credit for it.

Classroom work has covered all phases of agricultural production on an orientation basis. In general, the subject matter content has been centered on the following:

1. Place of agriculture in our economy.
2. Natural resources and conservation.
3. Rural living.
4. Agricultural production areas.
5. Livestock and livestock products.
6. Soils and fertilizers.
7. Farm crops.
8. Marketing farm products.
9. Farm machinery (classroom only).
10. Agricultural arithmetic.
11. Horticulture and landscaping.
12. Forestry and wild life.
13. Vocations in agriculture and forestry.
14. The place of government agencies and agricultural organizations in agriculture.

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General Agr. - - -

(Continued from page 176)

The above are not listed in order of presentation or preference. Numerous topics, being inter-related, are considered jointly with others. In teaching, an attempt has been made to keep the subject matter at a general non-technical level as much as possible, although an exception would be noted in cases where class interest has deemed it advisable to explore some of the presentations more thoroughly.

Class discussions have been supplemented by several agricultural texts written specifically for courses in general agriculture, by visual aids, and by the use of magazines and state and federal bulletins. Limited use has been made of visiting speakers, but students with an agricultural background have made a noteworthy contribution to the class by reports on experiences related to the class work.

In contrast to instruction in vocational agriculture, the development of active skills has been more or less secondary in the course of the learning process. Specific needs of rural students have been met partially through home visitations, but in general the classroom emphasis on manipulative skills has been confined primarily to those of a horticultural nature, for instance, pruning and grafting.

Student response has been gratifying. Many of the classroom discussions have resulted from problems brought in by members enrolled. Students formerly enrolled have, on numerous occasions, contacted this instructor in relation to agricultural and horticultural problems. Several of the former students plan on a career in agriculture or forestry.

Place in School Program

In discussing any proposed program of non-vocational agriculture, certain basic considerations must be recognized. General agriculture is not intended to serve as a substitute or as a replacement for vocational agriculture. Nor should it be designed for the primary purpose of preparing students for establishment in farming, or even related occupations. It should, instead, be considered as an orientation program with the objective of familiarizing students with agriculture and with some of the problems associated with it.

It should also be recognized that general agriculture may be included in the school curriculum under various circumstances. It may be offered in schools not currently in a position to offer a regular program of vocational agriculture, although it could lead to the establishment of a qualified Vo-Ag department. On the other hand, some schools already having a regular Vo-Ag program in existence may wish to implement it with a course of non-vocational agriculture for those students not seeking a three- or four-year program or establishment in farming. This would in effect strengthen the existing program of vocational agriculture by having the less qualified students enrolled in the non-vocational class.

General agriculture, sometimes referred to as "Consumer Agriculture," is already included in many states as a regular part of the curriculum, but to date there are only several Minnesota schools that include it in their program of instruction. There are undoubtedly numerous schools in Minnesota that could benefit with an orientation program of this type and, in the future, I expect to see an increase in the number of Minnesota schools making this course available as an elective course for students who have the interest and desire to learn something about agriculture. □

Why Teachers - - -

(Continued from page 174)

Several teachers indicated that the political situation made teaching unsatisfactory; 37.4 percent reported that their job depended on politics, and a much larger number indicated that politics influenced their job security in some way. Most of the teachers who gave this as a reason indicated that it was only a minor factor in their decision to quit.

Salaries Compared

How do present salaries of the former teachers compare with the salaries they received while teaching?

The respondents were asked to indicate their salaries by a range, rather than exact salaries. The median salary they received as teachers was \$3,754. Their median salary the first year after leaving teaching was \$4,500. Their median salary now is \$5,346.

Present Occupations

What occupations did the former teachers go into after leaving the

profession? Table 2 shows present occupations of the former teachers.

Table 2. Occupations of 131 Former Tennessee Teachers of Vocational Agriculture

Occupation	Number
Salesman.....	16
Government agricultural agencies.....	13
Self-employed.....	12
Agricultural Extension Service....	10
High school or elementary teacher.....	9
Non-agricultural government agencies.....	7
School principal.....	7
College teaching.....	7
Farming.....	6
Superintendent of schools.....	6
Agricultural commercial companies.....	5
Insurance business.....	5
Vocational agriculture teaching in other states.....	5
Veterans' on-farm training program.....	5
Non-agricultural commercial companies.....	4
Student.....	4
Unemployed.....	4
Others.....	6

Would former teachers like to teach vocational agriculture in Tennessee again? Of the 131 respondents, 62 percent stated that they would be interested in teaching vocational agriculture again under certain conditions. Approximately 39 percent would require a higher salary to return; 25 percent would require a more desirable community; 23 percent specified adequate facilities as a condition for returning; and 15 percent stated salary in line with other occupations would be necessary for them to return to the profession.

Summary

The findings of this study suggest a number of important conclusions and implications. Some of the major ones are:

1. As suspected, low salary is the main factor influencing teachers of vocational agriculture to leave the profession. The large percentage of former teachers who gave "salary increases too slow and too small" led the writer to conclude that there should be provided not only an acceptable starting salary but that annual increases in salary should be substantial if we hope to prevent the loss of teachers.
2. It seems apparent that the provision of adequate supplies and facilities plus encouragement and support of school administrators would help reduce the loss of teachers from the profession.
3. It would seem that the establish-

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Use of Source Units

By Michigan Teachers of Vocational Agriculture

RAYMOND M. CLARK, Teacher Education, Michigan State University



Raymond M. Clark

THE preparation of instructional materials at the state level for teachers in the public schools raises many questions. One of the most important is, "How are teachers using the materials?" "What is it doing to the quality of teaching?" "Are we encouraging teachers to do a better job of organizing and using materials or are we tending to routinize instruction and make it less interesting and stimulating to students?"

These and other questions have been raised regarding the source units prepared for use of teachers of vocational agriculture in Michigan.* To assist in securing answers to these questions, Mr. Donald Stormer, a part-time instructor in agricultural education, prepared a series of questions which were circulated to all Michigan teachers of vocational agriculture in June, 1958. Questions asked were as follows:

Source units helped me in: (check in order of value)

- Selecting references—
- Organizing materials for teaching—
- Determining what to teach—
- Selecting content for a particular teaching unit—
- My teaching techniques and procedures—
- Preparing lesson plans—
- Others
- I do not use the Michigan State University's source units—

These were dittoed on a self-addressed post card so that teachers could easily answer the questions and return the card. Summaries of the replies which had been received prior to July 15 are included in this report.

Ninety-four replies were received from the 265 teachers. Of these, 17 or 18 per cent indicated that they do not use the Michigan State University

source units. Other teachers failed to follow directions completely. They checked many items on the cards but failed to rate the items in a 1, 2, 3, order in terms of greatest to least value. Table 1 indicates the number and per cent of the total replies checked in this manner.

for a relatively high percentage of teachers who use them by helping teachers to organize materials, select references, and select pertinent subject matter within the units they have planned to teach.

How do teachers react to the use of the source units in determining

Table 1. Number and Percent of Teachers Checking Items, but Not Rating the Items.

Item	No. Teachers checking	Per cent of those who replied
Source units help me in:		
1. Selecting references.	22	24.4
2. Organizing materials in teaching.	26	27.7
3. Determining what to teach.	11	11.6
4. Selecting content for a particular teaching unit.	23	24.5
5. My teaching techniques and procedures.	11	11.6
6. Preparing lesson plans.	18	19.1

Replies of teachers who rated the items in order of importance are indicated in Table 2. In reading this table, it must be kept in mind that not all items were rated by all the teachers. Therefore, the per cent of teachers rating an item in categories 1 through 6 is based on a different total for each item.

Attention is directed to Table 2 to identify some of the values placed on the source units by the teachers who use them. Sixty-three per cent of the teachers rated "selection of references" in either first, second, or third place on the six point scale. Likewise 82.5 per cent rated "organization of materials" in one of the top three categories, and 73.8 per cent rated the source units in one of the upper three categories as "useful for selecting content within a particular teaching unit." Fifty-six and one-half per cent indicated that the units are a help to them in the "preparation of lesson plans."

These are indications that the source units are performing a function

what to teach or in determining teaching techniques and procedures? Are the course units tending to stereotype instruction? Answers to questions of this kind are also indicated in Table 2. Seventy per cent of the teachers who checked the item rated the source units in one of the lower three categories as being "useful in determining what to teach." Sixty-four and six-tenths per cent rated the units in one of the lower categories as useful in helping them with "teaching techniques and procedures."

Summary and Conclusions

The data indicates that approximately one-fifth of Michigan teachers do not use the source units available to them from Michigan State University, College of Education.

Teachers who use the source units were asked to rate six selected items in terms of the value of the unit to them. The responses indicate that teachers consider the units particularly helpful in selecting references, in

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Table 2. Ratings Given by Michigan Teachers Regarding Values of Source Units to Them.

Suggested item: Source Units Help												
Rating	Selecting references		Organizing materials for teaching		Determining what to teach		Selecting content for particular teaching unit		My teaching techniques and procedures		Preparing lesson plans	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.....	5	13	14	35	2	5.4	15	35.7	1	2.9	8	20.5
2.....	10	26.3	11	27.5	5	13.2	6	14.3	5	14.7	7	18.0
3.....	9	23.7	8	20.0	4	10.8	10	23.8	6	17.6	7	18.0
4.....	5	13.0	5	12.5	5	13.2	10	23.8	4	11.8	8	20.5
5.....	4	10.5	2	5.0	8	21.6	1	2.4	11	32.3	5	13.0
6.....	5	13.0	0	0.0	13	35.2	0	0.0	7	20.5	4	10.0

* For a complete list of titles of source units see "Education Publications Price List, 1958," College of Education, Michigan State University.



Various phases of forestry are taught at the annual NFA-4-H forestry camp.

Forestry Plots In Arkansas

J. C. ATHERTON, Teacher Education, Arkansas



J. C. Atherton

THE economy of Arkansas depends heavily upon the forest resources of the state. Over one-half of its land area is devoted to forests. The production of timber and forest products furnishes a livelihood for a sizeable portion of the population in the state.

For a number of years the major companies producing timber on a large scale have been conducting an educational program designed to reduce losses from forest fires and to encourage better management of forest

est areas. More recently, teachers of vocational agriculture have included the field of forestry in their programs of instruction for all-day boys as well as for the out-of-school groups. As interest in farm forestry increased, teachers of agriculture tried a variety of methods of instruction in attempts to carry the teaching to the doing level. School forest plots have been one of the means used to provide practical teaching experiences. Popularity of school forests as a teaching device has increased considerably during the past few years. This is evidenced in the fact that nearly three-fourths of the 54 schools with forest plots have acquired them or have begun utilizing them for educational purposes within the past five years. It is further evidenced by the fact that several additional high schools plan to acquire or plant school forests during the current school year. Many of the forestry plots have been secured through donations; however, several departments have purchased land for this purpose. Other means of securing school forest areas have been through loans, through leasing land, work permits from the National Forest, and the use of land left vacant because of school consolidation.

Educational activities carried on in conjunction with the forestry plots are numerous and varied. Those used include:

1. Observation
2. Planting seed and seedlings
3. Cruising
4. Computing volume of stands
5. Surveying
6. Tree identification
7. Timber stand improvement
8. Poisoning undesirable trees
9. Pruning and thinning stands
10. Fire prevention and control
11. Studying the structure of plants
12. Fertilizing
13. Disease control
14. Insect control
15. Cutting logs and pulpwood
16. Treating posts
17. Educational tours
18. Grafting
19. Marketing
20. Construction and maintenance of signs identifying the forest area
21. Forestry contests

(Continued on page 190)



All-day boys planting pine seedlings. Limited supplies of seedlings are furnished free to departments who desire them.

A Forestry Curriculum for Your School

LUTHER R. HILTERBRAND, Vo-Ag Instructor, Ellington, Missouri



L. R. Hilterbrand

IN regions where forestry is a major source of farm income, a course in elementary forestry should be included in the course of study for vocational agriculture.

With this thought in mind, the Ellington Vocational Agriculture Department has worked out a curriculum to fit the needs of the students enrolled in the department.

The course is given to the Agri-

culture II and III (or IV) students, as the case may be, with the purpose of interesting these students in forestry on their home farms. In the two years we have used this curriculum we find it satisfactory, and the trial period of two years has proved that the curriculum should be included in the course of study for the Vocational Agriculture Department.

The course is taught cooperatively by the vocational agriculture instructor and personnel of the Missouri Conservation Commission. Since the commission personnel are qualified foresters who help with the instruction of the course, much credit should be given them for participation in

the program.

The program consists of: Over-all Objectives; Specific Objectives; Methods of Presentation of the Course, A Time Distribution; A Course of Study; A Calendar and Follow-up Activities.

Over-all Objectives:

1. To give the student an understanding of the importance of the forests of our country and to develop an appreciation of how this resource contributes to the lives and well-being of our people.
2. To create an interest in trees and to gain an understanding of how the land affects their growth and distribution.
3. To show how the use of modern methods aid in the conservation of our forests and how research and scientific developments are

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A Forestry - - -

(Continued from page 179)

contributing to forestry improvement.

4. To gain the realization that with proper care and use we will have a continuous and increasing supply of forest products.
5. To get the student to see and accept his personal responsibility to care for the forest and preserve the natural resources of our land.

Specific Objectives:

1. To create an interest in forestry to the extent that the student will become conscious of the value of his forest land.
2. To foster a desire that the student's woodlot will become considered a long-time investment and a crop of economic value.
3. To develop an opinion that burning the forest may decrease the economic value of the forest, destroy other valuable vegetation, create erosion problems and in general is detrimental to the welfare of the land.
4. To co-operate with agencies, such as the Missouri Conservation Commission, who are attempting to protect our forests, improve our

livelihood and preserve the natural beauty of our land.

5. To establish forest plantations on idle lands or where parent trees have been destroyed or burned.
6. To interest friends and relatives in the importance of use and care of their forest lands.

Presentation of the Course:

1. The instruction of the course in forestry is presented co-operatively by the instructor of vocational agriculture and forestry personnel of the Missouri Conservation Commission.
2. Students are graded upon their interest, participation in class discussion and a written examination given at the end of the course.
3. The instructor of vocational agriculture and forestry personnel arrived jointly at the grade to be given each student at the close of the course. Records of the grades of the students are maintained at the office of the vocational agriculture department and the office of the Conservation Commission for future consultation.

Follow-up Activities:

1. The vocational agriculture instructor will conduct a follow-up program to assist and give infor-

mation and instruction as needed to solve any problems the student may have with his own woodlot.

2. The forestry personnel of Missouri Conservation Commission will assist in solving any problems on the student's home farm when a competent forester's opinion is required.
3. Mark cull trees for removal, thin or harvest mature trees if needed and scale harvested timber before selling.
4. Maintain an accurate record of expenses and receipts, labor etc., and keep a complete record in the Supervised Farming Recordbook.
5. As a follow-up procedure, the vocational instructor will supervise the project, including the record-keeping; remind the students of good forestry practices; and point-up the goals for future returns.

Summary

1. While the student does not usually own the farm on which he lives, often he can influence his parents to observe more scientific methods of care and use of their forest.
2. Often the vocational agricultural student becomes owner of the farm in later life and can put to use what he has learned in the forestry course.
3. The forestry course encourages some students to live and work in the rural community. Many students go to the city as untrained workers and return to the farm untrained for earning a livelihood there and with ambition to continue as an urban worker and dweller lost.
4. Many students from rural areas are forced to leave the area to find employment. We believe that these students should be prepared to find employment in the rural area in which they live, if they desire to live and work there. We believe that if students are prepared for a vocation upon graduation from high school, their chances for success and happiness are greater than if they have to migrate to employment. We believe that if a forestry course is made available to students in high school, they may become interested in a worthwhile and pleasant vocation in their present surroundings. □

Forestry Course

Time Distribution:

	Hours
1. Introduction	½
2. Tree Identification	2
3. Tree and Log Measurement	1
4. Cruising Timber	1
5. Silviculture	1
6. Fire Tactics and Suppression	1
7. Grazing Effects, etc.	½

Kind of Meeting

Course of Study

	x Cl. Rm.	Denon.	H. Farm
1. Introduction	x		
2. Tree Identification	x	x	x
3. Tree and Log Measurement		x	x
4. Cruising Timber		x	x
5. Silviculture	x	x	x
6. Fire Tactics and Suppression	x	x	x
7. Grazing Effects, etc.	x		x

Calendar

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Introduction	x				
2. Tree Identification	x		x		
3. Tree and Log Measurement		x	x		
4. Cruising Timber		x			
5. Silviculture				x	
6. Fire Tactics and Suppression					x
7. Grazing Effects, etc.					x

Only 9 per cent of the land of the world is cultivated, notes a Twentieth Century Fund report.

The Magazine Story

How The Agricultural Education Magazine was born - - -

H. M. HAMLIN, Teacher Education, University of Illinois

I

Action to establish a national professional magazine for agricultural education was begun at the Central Region Conference at Des Moines, Iowa, in March, 1928.

The Meredith Publishing Company of Des Moines had expressed a desire to contribute in some way to vocational education in agriculture. A committee from the Conference proposed to the Company that it assist in establishing a publication. A plan for it, unanimously approved by the Conference, was accepted by the Company, which agreed to print the magazine at cost and to make up any deficit during the first year if 1,500 subscribers were secured before publication would begin.

The Conference Committee was continued. Its proposal was approved by the Executive Committee of the American Vocational Association, which authorized the Committee to choose a temporary editing-managing board. The Board chose an editor, a consulting editor, and a business manager. The Committee had the support of a very large part of the state supervisors and teacher trainers. The required 1,500 subscriptions were secured just before the 1928 convention of the A.V.A. in Philadelphia.

At this convention, the Agricultural Education Section of the A.V.A. endorsed the project and provided that the magazine would be financially independent, but would be managed by an editing-managing board chosen by the Section, which would report regularly to the Section.

Returning by train from Philadelphia to Chicago after the convention, the editor wrote a statement of policy for the magazine, which had been agreed upon in principle by the editing-managing board. The statement occupied the first two pages in the first issue, which appeared in January, 1929. Policy for the magazine has remained almost unchanged over a period of nearly 30 years.

Each of the regional conferences held in the winter and spring of 1929 endorsed the magazine and pledged support. A considerable number of state organizations of teachers of vo-

cational agriculture voted their support during the summer of 1929. Many of them included the subscription price of the magazine in their annual dues.

Dr. Z. M. Smith, Director of Vocational Education in Indiana, was the first business manager. He did a tremendous job in rallying financial support for the magazine.

The first editing-managing board included Paul W. Chapman of Georgia, J. R. Coxen of Hawaii, R. W. Gregory of Indiana, R. W. Heim of Delaware, F. E. Moore of Iowa, J. H. Pearson of Nebraska, H. M. Skidmore of California, W. F. Stewart of Ohio, and the editor, consulting editor, and business manager.

F. E. Moore was the first consulting editor. The first special editors were Henry C. Groseclose of Virginia (FFA), W. A. Ross of Wyoming (farm mechanics), R. W. Gregory (professional organizations), F. W. Lathrop (book reviews), and A. M. Field (methods of teaching).

Reporting on the first year of the magazine at the New Orleans convention of the A.V.A. in 1929, the editor acknowledged his special indebtedness to W. A. Ross, F. W. Lathrop, R. W. Gregory, H. O. Sampson, C. L. Davis, Verd Peterson, A. W. Nolan, R. W. Stimson, A. K. Getman, Sherman Dickinson, E. C. Magill, H. B. Allen, L. M. Sasman, J. D. Blackwell, Ray Fife, C. O. Henderson, and C. H. Lane for their contributions to the magazine and their help in securing contributions.

The magazine originally included 16 pages per issue. The subscription price was one dollar. No advertising was accepted. No one connected with the magazine in its first year was paid and no clerical services were provided with magazine funds. In the second year, the Meredith Company set aside from its own funds \$500 a year for the editor and made its action retroactive to the first year of publication.

Before the magazine was established, some had suggested that the *Agricultural Leaders Digest*, which then as now was distributed free to all workers in agricultural education,

would serve adequately as a professional magazine. A large publisher of textbooks offered to publish a magazine without charge if the last page could be devoted to advertisements of its books. It was the judgment of the founders that a professional magazine should be managed by professional people and should be free from entangling alliances. Those who have published the magazine have had no influence upon the magazine's policy.

Serving as the first editor of the magazine was a most valuable experience for a very provincial young man. It brought him many professional friends, all over the country, and compelled him to think nationally and comprehensively about agricultural education. It was in editing two special issues on adult education in agriculture that he formulated his basic ideas about adult education. Anyone offered the editorship of the magazine could afford to sacrifice much to accept the post.

II

The year, 1929, was one of ferment in agricultural education.

The national organization, the Future Farmers of America, had been organized in November, 1928. E. M. Tiffany of the University of Wisconsin had just written the FFA Creed and the FFA Song. The first state FFA camps were reported.

The George-Menges-Reed Act, providing national funds to supplement those available under the Smith-Hughes Act, became law on February 5, 1929. Using these funds, four young men were added to the staff of the Agricultural Education Service of the U.S. Office of Education: W. A. Ross, H. B. Swanson, J. H. Pearson, and F. W. Lathrop.

A national organization of teachers of vocational agriculture had been set up at the 1928 convention of the A.V.A. Its program was described in the June, 1929, issue of the magazine. R. T. Wright of Missouri was its first president and Frederick Woelfle of New Jersey was its first secretary-treasurer. Alpha Tau Alpha, national professional fraternity, was just getting under way with Dr. A. W. Nolan of Illinois as president.

The American Vocational Association had 8,700 members, less than a third of its present membership, but it was gaining strength in its agricultural education section as one

(Continued on page 186)



The Kinder FFA Queen (second from right) enjoys the delicious chicken bar-b-que during the annual Father and Son Banquet.



John Houston, Chapter President, presents the Honorary Chapter Farmer Degrees to three individuals who rendered outstanding service to the local chapter. The awards were presented following the ritual by the chapter officers during the annual Father and Son Banquet of the Kinder FFA Chapter.

To get some attention try these - - -

Public Relations Devices

LESTER A. ARMAND, Vo-Ag Instructor, Kinder, Louisiana



Lester A. Armand

TWO activities which have proven highly successful as public relations devices by the local chapter are the FFA Coronation and Ball, and the Father and Son Banquet.

Both of these events are held annually. Nearly 1000 persons participate in these functions, which are very popular in our community.

Coronation and Ball

Miss Virginia Christian was crowned Queen of the Kinder Chapter of Future Farmers of America during the 12th Annual FFA Coronation and Ball sponsored by the Chapter. An audience of approximately 750 people applauded as the new queen and her court of seven maids were escorted by the local chapter officers. Placing the crown on the new queen's head was Miss Claudia Chachere, the outgoing queen.

This year's coronation was more attractive than usual because of the wonderful cooperation of one of our honorary members who completely financed the cost of the decorations, queen's train and crown, with an approximate cost of \$700. Miss Agnes Kingrey, honorary member, is a local registered nurse who owns and operates the Kinder Clinic. Several years ago we asked Miss Kingrey for

assistance with our Coronation, as we knew her hobby was floriculture, decorating, and art. Ever since then, Miss Kingrey has helped us improve this activity.

The Queen and her Court are selected by secret ballot by members of the Kinder FFA Chapter, and the Queen's name is not revealed until the night of the Coronation. The FFA Queen receives many privileges. She is automatically entered in the state queen contest, with all expenses paid to the State FFA Convention. The official FFA Queen's jacket is presented to her along with one dozen red roses. The queen is automatically an Honorary member and attends all FFA meetings and functions, such as banquets, contests, etc. The chapter has a tinted photograph made of the Queen in a prominent studio in her full regalia, and this picture is presented to her and her parents.

The Coronation and Ball is self-supporting (other than the exclusive decorations described). The chapter realized over \$200 from this activity, as the admission to this event is 25¢ and 50¢ for children and adults, respectively.

This undertaking has really created interest in our chapter and student body in general, as well as throughout the community.

Annual Banquet

The Kinder High School Chapter of Future Farmers of America sponsored its 12th Annual Father and Son

Banquet during the month of April, with 210 persons attending.

The banquets are held in the High School Cafeteria on a Saturday night and last approximately two hours.

The main objectives of the banquet are to acquaint the guests with what the Future Farmers are doing. Therefore, members of the chapter conduct most of the program. Prestige is added to the occasion if some distinguished person appears as a speaker. The State FFA president, a former member of our chapter, was the guest speaker for this year's banquet. In years past we have had as our speaker a congressman, presidents of colleges, experiment station personnel, and the State Commissioner of Agriculture. There is more danger of having too long a program at a banquet than there is of one being too short. The program should end while everyone is enjoying it. The total program, including eats, should not last more than two hours.

Parents are invited by the sons, and the guests are invited personally by the chapter president and secretary by a formal written invitation with the usual R.S.V.P. at the bottom of the invitations so that it will be possible to know in advance those who plan to attend. The fathers are the "Honored Guests." Some of the others who are invited include: the local principal and teachers, parish superintendent, county agents, nearby teachers of vocational agriculture, school board members, parish school supervisors, prominent businessmen, presidents of civic clubs, press representatives, president of the Parent-Teachers' Association, Honorary and

(Continued on page 191)

Teacher's Responsibility to Keep Public Informed

W. R. BROWN, Teacher Education, University of Georgia



W. R. Brown

LAST year, while directing the internship program for first year teachers in Georgia, the writer conducted a number of workshop sessions in which problems of particular concern to the group were studied in detail by these interns. One of these workshops was devoted to planning ways and means of "Keeping Parents, School Officials, and the General Public Informed Concerning the Local Program of Vocational Agriculture and the Accomplishments of the Local FFA Chapter." The writer was quite pleased with the suggestions and plans developed by this group of beginning teachers.

Predicated upon the premises (1) that the people who support educational programs through taxation and otherwise have a right to be kept informed concerning the kind and quality of instruction which is being provided, (2) that the people who help to plan and direct such programs can do so in a more intelligent manner only when they have the facts, and (3) that the psychological need for recognition on the part of boys participating in the FFA may be more adequately met through giving the right kind of publicity to them and to their accomplishments, the teachers in this group felt that they should accept the responsibility to acquaint the public with the program and accomplishments of vocational agriculture and to give recognition to worthy boys on a continuing basis. The following outline presents in summary form the principal points developed in a discussion of ways and means, criteria, and principles to consider in accepting this responsibility.

Types of Outlets

In general, three types of news outlets are available for "telling the story of vocational agriculture and the FFA." These are: (1) *public news outlets*, (2) *special programs and events*, and (3) *school news out-*

lets. Teachers of agriculture should make use of each of these types of outlets.

A. Public news outlets that may be used are of the following kinds:

1. Local newspaper—provide frequent copy and pictures pertaining to FFA events, boys' supervised farming accomplishments, class activities, etc.
2. Special FFA edition of local paper—plan it well.
3. Newspaper with area or statewide coverage.
4. "State" Future Farmer, National Future Farmer, American Farm Youth, etc.
5. Radio and television.
6. Farm magazines—project stories and special features.

B. Special programs and events that afford opportunities to inform the public about the local FFA and vocational agriculture program are:

1. Educational exhibits at county and area fairs—make them attractive, tell the story clearly and forcefully.
2. Local, area, and state livestock shows—have animals well trained and neatly groomed, have boys neatly dressed, provide banners and placards to identify FFA entries.
3. Special FFA meetings to which parents and visitors are invited.
4. Programs before civic clubs.
5. Programs before Farm Bureau and other farm organizations.
6. Special programs, etc., in observance of FFA week.
7. Special programs at P.T.A. meetings.
8. Special FFA chapel programs.
9. Father-son banquets.
10. Open house, agriculture department or school.
11. Special meeting of all parents of new boys at the beginning of school year.

C. School news outlets that should be given consideration in the vocational agriculture public relations program are:

1. School paper—provide news regularly, include pictures wherever possible.
2. School bulletin board—appoint bulletin board committee to look after, arrange material attractively, keep current, use *clippings* and *pic-*

tures relating to local, state, and national activities and events, change material frequently.

3. Classroom or department bulletin board—(same as for school bulletin board).

4. Local FFA news sheet or paper, or special edition of school paper—may be on annual basis.

5. School annual—pictures for use in annual should be planned for and taken well in advance.

6. Daily school bulletin.

Criteria to Use in Writing, Selecting, and Releasing News Articles

Consideration should be given to the following criteria in preparing and releasing news articles:

1. Is the item newsworthy?
2. Is the item current news?
3. Does the article tell *who, what, when, where, how*?
4. Does the leading paragraph give the "gist" of the story?
5. Is the article well written (good sentence structure, correct spelling, eye catching title and phraseology, etc.)?
6. Are *pictures* available which help to tell the story?
7. Have the adviser and public relations committee checked over the article before its release?
8. Does the article give sufficient factual information, and is this information accurate?
9. Does the article include the names of *all* boys or persons involved?

Principles Governing Public Relations Work

The observance of the following principles should make for an effective public relations program:

1. Make wide use of *each* of the three general types of news outlets.
2. Prepare material regularly.
3. Work closely with local newspaper editor to get him interested in giving space each week to FFA news (and pictures, when available).
4. Have special public relations committee to look after bulletin boards and to assist reporter in getting information and in planning public relations program.
5. Make regular practice of taking pictures of both individual boys' project work and FFA activities; file for use in public relations work.
6. Wherever possible, credit news articles to the local FFA Reporter or other chapter members (printed under his or their names).
7. Plan carefully all special programs; leave no detail of execution

(Continued on page 189)



Cooperatively planned community programs are one example of aspects of the program which are measured by the "Report of Programs."



The goal of a well-planned program of vocational agriculture—a prosperous and intelligent farm family.

Using Our 'Report of Programs' As a Yardstick

H. D. BRUM, Supervisor, Ohio



H. D. Brum

As an instructor, teacher trainer, or supervisor, we must be constantly concerned with the development and progress of our program toward the achievement of our cooperatively established goals for vocational agriculture. A means of measuring this progress from year to year is a necessity if we are to intelligently evaluate the content of our programs in terms of projecting needed changes in objectives and goals.

What is included in the Ohio Report of Programs?

The Ohio Report of Programs consists of a compilation of figures pertaining to the following areas of the program:

- (1) Enrollment,
- (2) Young and Adult Farmer Program,
- (3) Farming Programs of High School Students,
- (4) Public Relations,
- (5) Professional Growth,
- (6) Future Farmers of America,
- (7) Program Planning.

This information is included for the current year and three preceding

years, making it possible to observe trends in program development. The information is collected from the Annual Reports, Monthly Time-Travel Reports, Adult Program Reports, and Farming Program Reports submitted by teachers. Below is a sample of one area taken from the 1956-57 Report of Programs:

Program Planning

Goal: The program of vocational agriculture should be planned by the teacher together with representatives of the school and community.

(Continued on page 190)

	1952-53	1954-55	1955-56	1956-57
Per cent of depts. having a long-time written program.....	70%	61%	59%	75%
Per cent of teachers using "overall" advisory committees to provide for guidance in program planning.....	16%	25%	18%	27%
Per cent of teachers using planning committees within local groups for local groups for planning certain phases of their program.....	75%	85%	86%	86%
Per cent of teachers active in County Vo-Ag Extension planning.....	84%	93%	97%	94%
Per cent of teachers who submitted to local superintendent a written plan covering the 1956 summer period.....	29%	62%	86%	93%

Use of Source - - -

(Continued from page 178)

helping to organize materials, in helping to select content within a unit (after the units to be taught are determined), and as an aid in the preparation of lesson plans. Relatively few teachers find the units helpful in determining what to teach or in suggesting teaching techniques.

Since it was originally intended

that the source units would assist teachers in discovering and using many different techniques and procedures, it is disappointing to note that this item was rated relatively low. It indicates either that those who prepare the units have failed to suggest new or satisfactory techniques, that teachers have not become aware of the suggestions contained in the units, or that the schools have failed to provide facilities so

that teachers could use the techniques which have been suggested.

In general, the responses of the teachers have indicated a highly satisfactory use of the source units. For those who are using them, the units seem to be serving the purposes for which they were intended and the quality of materials used in teaching should have been improved as a result of their use. □

Vocational Agriculture for - - -

CITY FARMERS

H. QUENTIN DUFF, Vo-Ag Instructor, Miami, Florida



H. Quentin Duff

EVERY year more teachers of agriculture are faced with the problem of teaching vocational agriculture to boys with limited or no facilities for carrying out their supervised farming projects.

Teachers of agriculture at the Miami School Farm have for a number of years been faced with this problem. Many of the vocational agriculture students came from farming communities before migrating to Miami. Some of these boys already had the promise of farms, while others have dreams of eventually becoming farm owners after working in another occupation for a few years.

During the past few years, a topic which has received considerable discussion has been "The Aim of Vocational Agriculture." It is still the same as it was 41 years ago when the program began, namely—to train present and prospective farmers for proficiency in farming. The teaching program at the Miami School Farm has been planned to obtain this goal.

Four high schools in the Miami area use the school farm. Transportation is provided by school bus to and from the farm, a distance of approximately 4½ miles. All agricultural instruction is provided on the school farm. The farm has ample facilities for class instruction. These include three classrooms and a large, well-equipped farm shop and machinery shed. With four schools using the same facilities, a workable schedule must be planned to provide the most efficient use of the facilities. Each of the four teachers specialize in one of four areas—crops, livestock, nursery and farm mechanics. Students spend approximately 20 percent of their time in each of the four areas. During each grading period a student will spend approximately six days in each area. This breakdown of time shows only a part of the instruction in farm mechanics as each teacher will teach certain material that may be classed as farm mechanics. The adjustment of plows,

cultivators, planters and fertilizing equipment are jobs usually taught in the field by the crops instructor. Students at the Miami School Farm probably receive 30 to 40 percent of their total instruction in farm mechanics. One day each week (approximately 1/5 of the time), the students meet with the agriculture teacher of their respective schools. At this time the students receive instruction in orientation, supervised farming and FFA leadership activities. It has been found that this part of the program is essential to creating a good working relationship between teacher and student, maintaining the identity of each school, and making the FFA a part of the total program of vocational agriculture.

The Miami School Farm has 80 acres of sand, muck and marl soil which provides 200 to 250 productive enterprise projects. Students may select productive enterprises in vegetable gardening, truck crops, poultry (caged layers and layer replacements), dairy cattle, beef cattle, nursery, and bees. All projects are financed by the students. Loans for financing may be obtained from three local Kiwanis Clubs and the Farmers' Production Credit Association. Operating accounts are set up in the school farm office. All work on supervised farming projects is done after school hours. A summary of these projects is as follows: 16 acres of crops; 25 head of dairy and



Caged layers on Miami School Farm.

beef animals; 30,000 nursery plants; 1500 caged layers; 1000 replacement pullets; and 8 hives of bees. The farm has three tractors, four trucks, and all the necessary buildings and equipment to care for the above projects.

This year a federation of the four chapters was formed. Operating from the same facilities, the chapters would naturally plan activities and projects of common interest. The federation



This purebred Shorthorn is part of Miami School Farm herd.

offers additional training in leadership to FFA members in conducting cooperative activities. Some of the activities are: the annual parent and son banquet; square dances; games and parties; cooperative activities with other farm, civic and school organizations. Every year one of the agriculture teachers and a Future Farmer from each of the four chapters attends the National Future Farmer Convention.

The federation also provides a way to operate the chapters' cooperative projects in a business-like manner. The cooperative projects maintained by the federation are as follows: five acres of vegetable crops; 400 caged



State FFA President (center with FFA jacket) visits Miami School Farm.

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The Magazine - - -

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state organization of teachers after another was formed.

O. C. Aderhold, teacher of vocational agriculture at Jefferson, Georgia, was chosen Georgia's Master Teacher of Vocational Agriculture; he is now President of the University of Georgia. Carl Howard of Sheridan, Wyoming, was selected as Wyoming's Master Teacher; he is now Professor of Agricultural Education at New Mexico State College. Fred Smith of Dardanelle, Arkansas, who was later to be President of the American Vocational Association, became Arkansas' Master Teacher and W. N. Elam of Taylor, Texas, who served for many years as a member of the staff of the U.S. Office of Education, was the Master Teacher of Texas.

G. A. Schmidt of Colorado State University produced his annual book; the 1929 title was "Efficiency in Vocational Education in Agriculture."

III

The first volume of the magazine carried some articles which have turned out to be prophetic.

Dr. T. N. Carver of Harvard University wrote on "The Vanishing Farmer," predicting that farmers would become a smaller and smaller part of our population. L. J. Fletcher, then Head of the Department of Agricultural Engineering at the University of California, who has recently retired as Vice President of the Caterpillar Tractor Company, envisioned the increasing mechanization of farming in an article called "The Way of Agriculture—Engineered."

A national memorandum of understanding between the Agricultural Extension Service and Vocational Agriculture, signed on December 20, 1928, was ignored by the magazine, but the September, 1929, issue was devoted to cooperation with agricultural groups and described cooperative arrangements with agricultural extension and other agencies in California, Georgia, Maryland, Massachusetts, New York, Ohio, and Texas.

The first studies were reported which showed that boys who have studied vocational agriculture do as well as others in college.

One issue was devoted to the

teaching of cooperative marketing, then much talked about as a result of the appointment by President Hoover of the Farm Board, which was designed to encourage it.

A committee of the A.V.A. worked upon objectives for vocational education in agriculture during 1929 and issued its first statement of objectives the following year.

W. G. Crandall of South Carolina reported the development by Clemson College of a subject-matter service to teachers of vocational agriculture. Similar services were being developed in other southern land-grant colleges.

People were wondering why young farmer education was not becoming better established. The leading editorial in October, 1929, was "Why Does Part-Time Education Lag?" and R. W. Cline, then at West Virginia University, now at the University of Arizona, wrote about young farmer education under the title, "The Mystery in Vocational Agriculture."

IV

The magazine carried a series of articles called "Our Leadership in Agricultural Education." There were articles about the following early leaders:

Dr. R. W. Stimson, State Supervisor in Massachusetts

Dean Eugene Davenport, College of Agriculture, University of Illinois

Dr. Kary C. Davis, George Peabody College, Nashville, Tennessee

Dr. Walter H. French, first Head of the Department of Agricultural Education, Michigan State University

Dean Alfred Vivian, College of Agriculture, Ohio State University

Dr. Ashley V. Storm, first head of the Departments of Agricultural Education at Iowa State College and the University of Minnesota

Dr. A. C. True, Agricultural Education Specialist of the U. S. Department of Agriculture

Dr. J. B. Lillard, first State Supervisor of Agricultural Education in California, President in 1929 of the Sacramento, California Junior College

Dean H. M. Skidmore, then Dean of the Sacramento Junior College, who had been the first "agent" of the Federal Board

for Vocational Education in the Western Region.

V

A number of young writers did some of their first writing for publication for the first volume of the magazine:

A. T. Anderson, Teacher of Vocational Agriculture at Pontiac, Illinois, now Associate Professor of Agricultural Economics at the University of Illinois after a career with the Federal Farm Credit Administration

W. P. Beard, Supervisor of Agricultural Education in South Dakota, now in the U.S. Office of Education

H. M. Byram, Iowa State College, now Professor of Agricultural Education, Michigan State University

Leroy Clements, Teacher of Vocational Agriculture, Beatrice, Nebraska, now Assistant Supervisor of Agricultural Education for Nebraska

G. F. Ekstrom, State Supervisor of Agricultural Education in Iowa, now Professor of Agricultural Education, University of Missouri

V. E. Kivlin, Teacher Education, University of Wisconsin, now Associate Dean of the College of Agriculture, University of Wisconsin

G. E. Freeman, Assistant Supervisor of Agricultural Education, Tennessee, now State Director of Vocational Education for Tennessee

J. B. McClelland, Ohio State University, now Professor of Agricultural Education, Iowa State College

M. D. Mobley, Assistant State Supervisor, Georgia, now Executive Secretary, American Vocational Association

V. J. Morford, Teacher of Vocational Agriculture, Laurel, Nebraska, now in the Department of Agricultural Engineering, Iowa State College

Walter S. Newman, State Supervisor, Virginia, now president of Virginia Polytechnic Institute

M. A. Sharp, Iowa State College, now Head of the Department of Agricultural Engineering, University of Tennessee

S. S. Sutherland, who transferred from Iowa State College during 1929 to become Head of the

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The Magazine . . .

(Continued from page 186)

Department of Agricultural Education, Montana State College, now Head Teacher Trainer, University of California

VI

Many of the quotations from the first volume of the magazine are still timely:

"I'd rather give up all resident teacher training than to give up any itinerant teacher training. Our most effective work is in teaching teachers how to teach while they are teaching and where they are teaching."—Dr. R. W. Stimson

"We are developing a professionalism akin to that we so much admire in the medical profession."—Dr. A. K. Getman

"I am glad that vocational agriculture is getting to the point where it is willing to face facts."—Professor S. L. Chestnutt

"The objective of supervised practice is to teach the boy to think and work skillfully."—R. D. Maltby

"Is there any habit more important than reading the literature related to one's job?"—Paul W. Chapman.

"No individual teacher can afford to remain for long unaffiliated with either his state or national vocational association."—R. W. Gregory

"Boys of high school age are yet too young to understand the full significance of vocational education. They do not know, in a vast number of cases, whether they need to learn the farming game. If they do not feel the need of it, they will not want it and if they do not want it they will not take it—at least not sufficiently seriously to carry them beyond the first stages of their responsibility . . . when, as adult farmers, they come up against man-sized jobs they will appreciate the need for specific instruction and will welcome it . . . Any program that neglects this field (adult farmer education) is bound to be incomplete and unsatisfactory since it will be training the relatively few for their first responsibilities and neglecting the many in their real need."—H. M. Skidmore

"The elements of permanence are in this movement (the FFA). . . . The attempt to build a strong national organization will not prove to be a mere 'flash in the pan.'"—The Editor

"The success of the Smith-Hughes

Act has far exceeded the expectations of the members of Congress at the time of its enactment in 1917."—Congressman Edward B. Almon, Alabama

"It (the Smith-Hughes Act) is doing more to really re-establish agriculture, and will in the end mean more as a real agricultural program than any other legislation that has been proposed."—Congressman B. G. Lowrey, Mississippi

"Everyone familiar with the tax situation in the country generally knows that today the people in the rural sections are bearing relatively a very heavy burden of the taxes. School and road taxes make up the larger part of this burden."—Congressman John C. Ketcham, Michigan

"I have not found a single case of even a tolerably good rural community that did not have as its nucleus a fine school."—Dr. Thomas Nixon Carver, Harvard University

"Leadership in agricultural education has not been an easy role. Particularly in the early days, the labor was hard and the rewards were few. Some of our first and ablest leaders have already passed on without receiving recognition of their work at all commensurate with its merits."—The Editor

"We should use our influence to secure more general acceptance by the public of the principle (of federal aid) which has meant so much to us in our work. Other forms of vocational education and general education are as deserving of federal support as our own."—The Editor

"Large farming is in the air. The question is not whether we want the large farm but rather, what are we going to do with it?"—Leonard J. Fletcher

"The people will give of their substance freely if the education of the young can be made useful."—Dean Eugene Davenport

"I am beginning to think that the high school agricultural teacher is able to do a kind of work which no one has been able to do before."—Henry A. Wallace

"We certainly have neglected our work in marketing."—J. H. Pearson

"We are developing large numbers of capable, experienced men among the instructors of the country; their counsel is needed in our national meetings and in the determination of national policies. The new organization (NAVAT) provides the machinery whereby they may become ar-

ticulate in national affairs. We are clearly moving toward a higher level of professionalism and toward greater democracy in agricultural education."

—The Editor

"It is well for us to remember that the spending of funds allotted to us by the public is our main responsibility, and not the solicitation and use of private gifts. . . . The independence of the public school, through which we work, is a priceless possession and must not be sold out."—The Editor

"Only in modern times have we made education a prerogative of the children and adolescents, who formerly were left to pick what they could second hand from gentle, lean-ribbed pedagogs."—Alvin S. Johnson

"Desire to learn is apparently of much greater importance than age."—M. C. Wilson

"I venture to believe that no teacher of young people can be fully and finely a teacher unless he also teaches adults."—Dr. Harry A. Overstreet □

Pre-Service . . .

(Continued from page 175)

ematics and science hard, and dig into history and related fields.

The basic form of the Russian system is similar to that found widely in use in Europe. Everywhere that this pattern applies, the core of it is *hard work*. European youngsters are walking proof that the youthful mind can flourish under the disciplines that lead to sound thinking. It is not bowed down by the labor either of learning to think or storing useful fundamental knowledge.

Our future as a great free nation may depend upon our devising and putting into effect an educational system that will give our students a solid framework of knowledge; creative and imaginative training in the vital task of applying it to their own and our country's problems is needed. □

Next Month

FFA Activities as Preparation for Leadership

Grass and brush fires on the open range burn over an average of about 250,000 acres annually, notes a Twentieth Century Fund report.

Factors Related - - -

(Continued from page 173)

1. Age—Students who were sixteen years of age assumed more manipulative responsibility than did students who were fifteen years of age. Students who were 18 or 19 years of age assumed more manipulative responsibility than did students who were 17 years of age.
2. Grade level—Senior students assumed more manipulative responsibility than either the sophomore or junior group. The sophomore group and junior groups did not differ appreciably in the amount of manipulative responsibility each assumed.
3. Years of swine project work—The amount of manipulative responsibility assumed by students increased as the years of swine project work completed increased.
4. Number of swine on the farm—The number of swine, exclusive of project animals, raised on the home farm was related to the amount of manipulative responsibility assumed by the group of students studied. Students from farms where 25 or more swine were raised per year assumed more responsibility with their own swine projects than did students from farms where fewer than 25 head of swine were raised annually.
5. Parental attitude—Parental attitudes toward letting their sons assume responsibilities with their swine projects were rated by teachers as either A, B, C, or D. Statements describing the A, B, and C groups are given in the footnote of Figure I. The data in Figure I show that the amount of manipulative responsibility assumed by these students with their swine projects varied directly with the favorableness of parental attitude.
6. Number of animals in project—Students who had 17 or more animals in their swine projects assumed more manipulative responsibility than did students who had fewer than 17 animals in their swine projects.

When students were grouped on the basis of the six factors just discussed significant differences in the mean scores of students were found.⁶ Other factors which showed sizeable but not statistically significant differences in manipulative responsibility scores were years of vocational agriculture completed, number of older brothers at home, vocational goal, farm ownership, acres in farm and ownership of project. In general these factors show that the amount of manipulative responsibility assumed by students increased as years of vocational agriculture completed increased. Furthermore, students who had no older brothers at home, who had decided to become farmers, who lived on owned farms 11-200 acres or over 300 acres, and who owned part or all of their project animals had assumed more manipulative responsibility with their swine projects than had other students.

⁶The significance of the differences among group scores was tested by "F" with a .05 level of confidence.

Teaching Factors

When the relationship of the five teaching factors to responsibility scores was tested, the writer found that students who were visited six or more times by their teachers had assumed more manipulative responsibility with their swine project than had students who were visited five or less times. The difference, however, was not statistically significant.

Students who had studied ear-marking, ringing, castrating, and worming in vocational agriculture had assumed more responsibility for doing these jobs with their own swine projects than had students who had not studied these jobs.

Students who received practice as a part of their instruction in castration had done more castration of their own swine than had students who had been taught about castration with no special provision for practice.

Place of instruction made a difference in responsibility scores for only one of the nine areas studied; namely, castration. Students who were taught castration exclusively at school did less of their own castration than did students who were taught this job at school and on the farm.

No differences were noted in the responsibility scores of students coming from schools where the eight selected teaching practices were used and schools where they were not used. The reader should also understand that for over half of the jobs studied not enough variance existed among students' scores to make comparisons possible.

Conclusions

The findings of this study show that the amount and kinds of manipulative responsibilities assumed by these students with their swine projects varied significantly with the students' age, grade level, years of swine project work, number of swine raised on the home farm, parental attitude, size of project, study experience, provisions for practice, and place of instruction. In view of the findings the following recommendations for teaching practice are suggested:

1. In evaluating the progress of students in acquiring manipulative swine skills and in setting appropriate learning goals for students, teachers should consider the student's age, grade level, and years of swine project work as they are related

to levels of performance.

2. Students who come from farms where swine is not an important enterprise may need more assistance in acquiring swine skills than students who come from swine farms.
3. In order to set the stage for students to assume a high degree of manipulative responsibility, teachers need to develop in parents a favorable attitude towards letting their sons assume responsibilities with their swine projects.
4. Teachers who provide students with instruction in ear marking, ringing, castration, and worming will be more successful in getting students to assume responsibility for these jobs with their own swine projects than will teachers who provide no instruction in these areas.
5. If teachers are interested in getting students to perform castration jobs with their own swine, provision should be made for these students to engage in practice sessions, presumably on the farm, in swine castration.

A future article will present findings which show the relationships of the same 21 factors to the amount of on-farm, managerial responsibility assumed by students with their swine projects. □

City Farmers - - -

(Continued from page 185)



Harvesting peas on Miami School Farm.

layers; 1000 replacements; 15 head of purebred Shorthorns; 20,000 nursery plants; and 1½ acres of citrus and sub-tropical fruits. Returns from these projects are divided equally among the four chapters to be deposited in their respective accounts. The federation maintains an operational account at the school farm. □

Themes for Volume 32 of The Agricultural Education Magazine

- July—Establishment in Farming through Farming Programs**—contributions of farming programs to establishment in farming; supervision of farming programs; adjusting farming program planning to changes in agriculture; changing concepts of farming programs; evaluation of farming programs; farming programs as a basis for instruction.
- August—Professional Organizations for Teachers of Vocational Agriculture**—contributions of national and state associations to professional advancement and professional improvement, teacher welfare, development and enforcement of a code of ethics for teachers, and the determination of educational policies and programs at all levels.
- September—Working with Young and Adult Farmers**—local policies for adult farmer programs; young farmer associations; use of special teachers; securing community acceptance of young and adult farmer education as a major part of the teacher's job; use of adult committees for organizing adult courses; evaluation of the adult and young farmer program.
- October—Planning for Teaching**—daily plans; long-time plans; developing teaching aids; planning for demonstrations; motivation for learning; individual and small group techniques; evaluation.
- November—Vocational Education and the Community**—vocational agriculture as a part of the total vocational education program; relationships with other vocational education areas; contributions of vocational education to the individual and the community; determining the need for programs of vocational education.
- December—Effect on Agricultural Education of Changes in Schools and Educational Programs**—effects of broadened school offerings; effects of changing character of student body; effects of school district changes; effects of emphasis on post-high school education; effects of changing patterns of support for schools; effects of increased services for students.
- January—Farm Mechanics in a Changing Agriculture**—adjusting the farm mechanics program to changes in farm mechanization; determining what should be included in farm mechanics; farm mechanics in farming programs; determining emphasis to be placed on farm mechanics in the total vocational agriculture program.
- February—Vocational Agriculture—Agricultural College Relationships**—institutions beyond high school offering agricultural education; effects of high school vocational agriculture on college attendance; services of colleges to vocational agriculture programs; preparation for teaching vocational agriculture; role of vocational agriculture programs in adoption of new practices by farmers.
- March—Planning the FFA Program of Work**—activities in the program of work; objectives of the FFA; contribution of the FFA to preparation for citizenship; evaluation of FFA programs and activities; role of the FFA in the Vo-Ag program.
- April—Guidance Activities of Teachers of Vocational Agriculture**—working with parents; counseling; studying the individual student; follow-up studies; group guidance; providing educational and occupational information.
- May—Planning for the Summer Program**—reporting summer activities; preparation and organization of facilities; professional improvement; on-farm instruction; community studies; evaluating the summer program.
- June—Measuring Progress in Agricultural Education**—techniques and devices for evaluation; citizen participation in evaluation; follow-up studies; using research in program planning; planning for evaluation.

The above list of themes for Volume 32 of *The Agricultural Education Magazine* is announced at this time to help you plan for your contributions as well as to help you in planning for more effective use of the magazine. You are urged to contribute toward a more complete discussion of one or more of the problems listed or implied in the various themes. The brief explanatory statement under each of the themes is intended to indicate some of the directions in which the theme might lead and is not meant to limit

(Continued on page 190)

Growing Professionally - - -

(Continued from page 171)

One or two items make a better program than numerous miscellaneous activities. However, additional activities may be reported as supplementing the original proposal.

Regardless of occupation, self-improvement is worth striving for. In this era of change it is imperative that teachers continue to grow. Teachers with a professional improvement plan of their own choice will attack their problems enthusiastically. Under the Massachusetts plan, a teacher is granted a professional improvement certificate upon successful completion.

In this dynamic society all teachers should plan and carry out some form of a professional improvement program annually if they are to succeed. The effectiveness of the program in vocational agriculture and the ultimate realization of its primary objectives depend to a large measure upon the character of the professional improvement programs. Too many teachers of vocational agriculture are already victims of this fast evolving agricultural revolution. Others surely will be hurt if they do not see the light. When you are through improving you are through. Fortunately, the majority welcome opportunities to gain more training and thus keep growing professionally.

"We cannot abandon our education at the school house door; we want to keep it up through life"—Coolidge. □

The Cover Picture

A group of supervisors and teacher trainers at the Pacific Regional Conference at Salem, Oregon, in 1954. The men are in a teacher-training session making plans for improvement of instruction. Mark Nichols is holding the pointer and David Hartzog is turning the charts. □

Teacher's - - -

(Continued from page 183)

to chance.

8. Make every effort to see that every FFA member gets the recognition which he merits for work well done, but avoid giving undue recognition to those whose personal efforts and accomplishments are substandard. □

Themes - - - (Continued from page 189)

your interpretation of the theme. Pictures to illustrate your ideas or accounts of experience are always welcome so long as they are clear and to the point. *Articles must be submitted three months in advance to be considered for publication in a particular issue.* Articles must be typed, double spaced, and should not exceed eight pages in length.

Other features to be continued to the extent possible will be the *Book Review* section; the page for *Stories in Pictures, Tips that Work, News and Views of the Profession*, and the section for reporting professional and instructional aids being developed and used in various states. Letters to the editor will be published in full or in part if the contents will contribute to the understanding and clarification of current issues in agricultural education. □

Using Our - - -

(Continued from page 184)

Along with the Report of Programs, a series of selected items are compiled for each department by districts, including both the district and state averages for each item. Below is a partial sample of this sheet for 1956-57.

School	STUDENTS				INSTR. PROGRAM		TRIPS		VISITS			
	All Day	Young Farmer	Adult Farmer	Total	Summer Prog.	Long-time Program	H.S. Field	Y.F. Field	All Day	Young Farmer	Adult Farmer	Total
Fairfield	33	11	25	69	Yes	Yes	40	1	11	3.3	5	19.3
Dist. Av.	34	11	17	60	100%	85%	27	2	6.8	3.3	2.7	11
State Av.	34	11	23	56	98%	75%	26	1.3	6	2.2	2.3	9.2

Use in Program Improvement

The Report of Programs and Selected Items mimeographs are distributed to teacher groups at their annual, late summer, district meetings. Ample time is allotted for teachers to discuss this information and compare their program accomplishments with those of other departments in the district. Teachers are also able to compare the items pertaining to their program with the average for the district and state. The instructors discuss the goals and items of measurement in terms of changes needed in order to secure a more accurate evaluation. These suggestions are considered in making changes in the report for succeeding years. The original goals and items of measurement were developed mutually by teachers and staff.

Weakness of the "Yardstick"

One of the weaknesses of the Report of Programs and Selected Items sheet, as a measuring instrument, is that only those tangible items to

which can be attached a definite value are included. The intangible factors contributing toward total program effectiveness such as, quality of instruction, on-the-farm teaching, etc., are not included. However, the measurable items do tend to be indicative, at least in part, of the effectiveness and accomplishment of

the intangible factors of the program. Also, in using instruments such as these, there is danger that too much emphasis may be given to quantity accomplishments, number of things done or times performed, rather than the quality or effectiveness of job performance.

Summary

In order that programs of vocational agriculture can continue to meet the agricultural education needs of communities, some means of determining progress of the program is a necessity if the objectives and goals are to be continually readjusted as required by our rapidly changing agriculture. Measuring instruments such as the Report of Programs and the Selected Items sheet cannot give us a measure of the many intangible characteristics of good programs. However, they can indicate general areas of strength and weakness, making it possible for us to intelligently make needed changes for improvement. □

Why Teachers - - -

(Continued from page 177)

ment of minimum standards for the operation of a department of vocational agriculture would help in getting facilities, supplies, and equip-

ment that teachers need. It would provide administrators and teachers with a guide for determining the minimum needs in this area.

4. It seems that there is a need to bring the local school administration and the community to a better aware-

Forestry Plots - - -

(Continued from page 179)

The size of the forest areas vary from school to school. The smallest one is less than one acre and the largest is 100 acres in size. Most teachers working with forest plots feel that a minimum of ten acres are needed and that it is desirable to have 40 acres or more for educational purposes. One-third of the school forests in Arkansas are 40 acres or larger in size. Very few are smaller than ten acres.



Teaching management practices in the school forest.

As increased interest in forestry has been manifested by teachers and pupils, the state supervisory staff and teacher-training personnel have given support to the program. Workshops have been held in forestry for teachers of agriculture. Teaching units have been developed in forestry and distributed to the teachers. One district in the state holds an annual forestry contest. Through cooperation with forest industries in the state, the State Department of Education has secured seedlings for distribution to departments in Arkansas. A forestry camp and short course is held annually for a select group of NFA and 4-H boys who are interested in forestry. □

ness of the work of vocational agriculture and its role in improving the community.

5. There should be provided more opportunities for advancement within the profession. □

News and Views of the Profession

Buchanan on Editing- Managing Board



George W. Buchanan, vocational agriculture instructor at Frankfort, Kentucky since 1952, has replaced Paul Mechling on the Editing-Managing Board of *The Agricultural Education Magazine*.

Before going to Frankfort, Mr. Buchanan was vocational agriculture instructor in Perry County, Kentucky, and veterans' instructor at Sadieville, Kentucky. He also spent one year in the U.S.A.F. He received the B.S. in Agriculture degree from the University of Kentucky in 1951 and has continued his work there as a graduate student in agricultural education.

Membership in professional organizations includes the Kentucky Vocational Agriculture Teachers' Association (V.

Pres., 1957-58; Pres., 1958-59); Franklin County Teachers' Association (V. Pres., 1957-58; Pres., 1958-59); Bluegrass District, K.V.A.T.A. (Pres., 1957-58); and life membership in the N.E.A.

George Buchanan is married and has two children—a four-year-old son and a baby daughter. □

Hamilton in N.V.A.T.A. Post



James E. Hamilton

James E. Hamilton, Region III Vice President, was elected to replace James Wall during the Philadelphia N.V.A.T.A. Convention in August, 1957. Hamilton has taught vocational agriculture in Audubon, Iowa, since his discharge from military service in 1945. He is a past president of the Iowa Vocational Agriculture Teacher Association and the Iowa Vocational Association. □

Public Relations - - -

(Continued from page 182)

Associate members, members of the Agriculture Department Advisory Council, school janitors, the mayor of the town, and at least two State FFA officers. This year the Kinder Chapter was honored with the presence of the following state officers: president, 1st vice-president, treasurer, reporter, 4th vice-president.

The decorations and arrangements of the banquet room are taken care of by our recreations committee and its sub-committees under the direction of one of our talented fifth grade teachers and an honorary member of the chapter. The tables are so arranged that everyone can see the head table, and the head table is so arranged whereby the speaker can be heard by everyone.

The FFA banner is placed behind the head table. The tables are decorated with placemats, place cards, cups and paper plates purchased from the Future Farmer Supply Service, and programs printed by the Commerce Department.

The chapter sometimes exhibits certain things made by the members in classroom or shop. These may be exhibited in the hallway or in the banquet room. This year, we exhibited about thirty of our award

banners and plaques won by various teams during the past few years. This added to the decorations and also drew favorable comment from those who attended.

The following is a resumé of this year's program:

The master of ceremonies was our 1st vice-president, who introduced the individual giving the invocation. The official opening ceremonies were conducted by the president and the officers. (All officers give their parts from memory.) Immediately following the opening ceremonies, President Houston gave the welcome address. The vice-president introduced the boys, dads, and guests. A girls' quartet, under the direction of the vocal teacher, provided entertainment, and then everyone enjoyed a delicious barbecued chicken dinner with all the trimmings. (The meal is prepared by lunchroom personnel assisted by home-economics girls.) The school principal presented the local FFA Foundation awards to seven of the FFA members. (The FFA Foundation Program was described thoroughly by the Master of Ceremonies prior to the presentation.) The Honorary Chapter Farmer degree was presented to three individuals who have rendered outstanding service to the chapter. The conferring of the de-

BOOK REVIEWS

LAND RESOURCE ECONOMICS by Raleigh Barlow, pp. xiii, 585, Prentice-Hall 1958. Price \$9.00.

This book was designed as a textbook for a college course in land economics. It is a scholarly work dealing with a complex subject. It is probably the most up-to-date book on the subject presently available.

The author draws heavily on latest research data, but large parts of the book are devoted to theoretical treatment. However, his treatment of public administration and land tenure is quite practical.

Unlike Rev. Malthus and other prophets of doom, the author of this book takes an optimistic view of population pressure problems in the Western World.

College teachers of land economics will likely find this book a valuable resource. Teachers of vocational agriculture with special interest in this topic will find the book a valuable reference, but it is unlikely that many teachers will find need for it in their work.

Dr. Barlow is professor of land economics at Michigan State University.

—V. R. Cardozier

grees was done by the chapter officers, using the official ritual from memory. Colored films of the chapter activities and project work of the members were shown the group. Then, each chairman of the Program of Work Committees gave a brief report on outstanding goals accomplished by their respective Committee. (Ten different reports were made.) The quartet sang another song for the group and then Bill Lambert, State FFA President, delivered a very inspirational talk. The banquet ended with the official closing ceremonies by the chapter officers. The advisor has found that for best results, the chapter members should assist in planning and conducting the affair. Our recreation chairman and his committee take care of the details of the banquet and the following committees have proven to be very worthwhile: Invitations Committee, Program Committee, Finance Committee, Decoration Committee, Place Card Committee, Food Committee, Reception Committee, Clean-up Committee. Every member is given a responsibility.

There is no better public relations program for vocational agriculture and the Future Farmers of America than a properly conducted father and son banquet! □



The Honorable Doyle Conner, Past State President and National President, speaking at the International Harvester Luncheon given for the old and new state officers at the 29th Annual State FFA Convention. (Florida)



Treating seed grain at school or on farms is one of the Spring activities of members of the Hartford (Wis.) FFA Chapter. From 2,500 to 3,000 bushels are treated annually using a treater operated with electric motors and assembled by the Vocational Agricultural students.



Elmer J. Johnson, Program Specialist, U. S. Office of Education, right, and Jerry Ringo, formerly National Vice President of the FFA, pose with two vocational agriculture students during their recent tour of the Philippines. (Photo by Wilbur Ball)

S t o r i e s



Madera, California Future Farmer Safety Chairman, James Lequieu, points to a hazard while Future Farmer, Harold Giomi, listens attentively. Madera won the California Safety Contest. (Photo by D. Petrucci)

in Pictures



Doctor Clarence S. Anderson, Leader of the Stanford University-ICA Contract Team at the Central Luzon Agricultural College greeting 5 Agricultural educationists from Cambodia. These young Cambodians spent 6 months in the Philippines at CLAC, studying under the guidance of the Stanford Team and their Filipino counterparts. They returned to their country as teachers and supervisors to spearhead a rapidly developing agricultural education program.



Picture taken in the home of Dr. William F. Hall, on occasion of presentation of plaque, recognizing distinguished service to Agricultural Education by the North Atlantic Regional Conference of Supervisors and Teacher Trainers, meeting at a dinner tendered by the Sears-Roebuck Foundation at the Barbizon-Plaza Hotel in New York City. Dr. Hall, who was retired with the rank of Professor Emeritus on 1 October 1957, could not attend the New York Meeting on account of ill health.

